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ABSTRACT

Initiated as an innovative approach to career development, the Women in the Technologies (WITT) program aimed at the elimination of barriers to career advancement arising from sex stereotype related problems on the job. The process involved (1) establishment of linkages with business and industrial organizations, (2) presentation of a "needs analysis" of each participating organization, (3) developing training programs to address problem areas, and (4) supplementary career counseling for participants. A two-part evaluation assessed program impact through use of the Background and Attitudinal Survey and Sex Role Stereotype questionnaires and evaluated seven program activities on the basis of participant opinion indicated on evaluation scales. (The evaluation instruments are provided.) Research on the Phase I WITT program focused on identification of barriers to women's success in nontraditional careers arising from sex role stereotyping and sex bias faced by women in employment: and on orientation of work force members to make them aware of stereotyping and bias. Two questionnaires were administered to participants: a background and attitudinal survey and a female working conditions scale to assess male and female perceptions of sex-bias related problems. Ten program activities were also evaluated by participants: seven of them were related positively. (YLB)

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FINAL REPORT

of

WITT PHASE II

October 1, 1978 - June 30, 1979

Women's Career Information Center
Middlesex County College
Edison, New Jersey 08817

Prepared by: Lila Schwartz
Coordinator

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Director
Division of Community
Services

CE023702

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education. It was funded under Section #78 132 (SEMG035) of Public Law 94-482).

Project Duration - October 1, 1978
beginning date

June 30, 1979
closing date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view of opinions do not, therefore, necessarily represent official agency positions or policies.

ABSTRACT

Project Title - Women In The Technologies (WITT) Extension

Legal Name of District or Institution - Women's Career Information Center
Division of Community Services
Middlesex County College
Edison, N.J. 08817

Project Director - Anita E. Voorhees

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Funded Under Section #78 132 SEMG035 of PO 94-482

Project Budget - $33,982.00

This project was initiated as an innovative approach to career development. Our objective was to eliminate barriers to career advancement arising from sex sterotype related problems on the job. Of special concern were those situations which have resulted in underemployment or have the potential of resulting in unemployment. We have endeavored to help both men and women to function more effectively in the work setting.

Our process was basically as follows:

1. establishment of linkages with business and industrial organizations.

2. presentation of a "needs analysis" for each participating organization.

3. setting up tailor made training programs designed to address problem areas.

4. supplementary career counseling for individual participants.

Through this process we have developed a supportive relationship with local businesses and industrial organizations an an innovative method of assessing their problem areas and dealing with them. Our training focused on building working relationships that promote mutual understanding and facilitate real problem solving and skill building. We have successfully trained participants to integrate individual career goals with organizational effectiveness. Thus, we have provided industry with rank and file workers, supervisors and managers, who have the attitudes, skills and knowledge, so essential to peak performance and job satisfaction.

DESCRIPTION OF PROJECT

The project objectives were as follows:

1. Provide an exposure to securing employment--job search skills -- techniques;
2. Linkages with business and industry--provide seminars to deal with personnel, supervisors and administrators, bridging the gap between them and maintaining and upgrading the employees position.
3. Design programs enabling women to handle the change in role status and concepts. To help men and women deal effectively in the work setting--doing away with the traditional approaches to male dominance and enhancing the equalization and humanization of the work ethic.
4. An in-depth thrust will be made to core companies requiring cooperation in securing packages of seminars so as to deal with an over-view approach to evaluate change.
5. Provision of supplementary career counseling on and off campus during evenings and weekends for adults who may be underemployed or potentially unemployed because of unmet career counseling needs.

In order to meet these objectives, the following procedures were followed:

Telephone contact was made with local business and industry which resulted in personal appointments set up with

those responsible for personnel and/or training. During these meetings, the problems in that company, particularly those which have resulted in or have the potential to result in high turnover rates, employee dissatisfaction, and poor interpersonal relationships on all levels, have been explored, and a needs analysis offered. Our concerns were the enhancement of personnel morale and the development of increased interpersonal skills on the job. Based on said needs analysis, packages of tailor-made courses, aimed at addressing the problem areas were recommended. These courses were offered either at the company site or on the Middlesex County College campus, which ever was more desirable to the company. The trainers were drawn from the College faculty and adjunct staff and the staff of the Women's Career Information Center, as well as outside experts when deemed advisable. Most training programs ran two full days while others ran four half days or evenings, again depending upon the needs of the company. All trainees selected by the company filled out a Background and Attitudinal Survey, the Female Working Condition Scale and an Evaluation of the Process, all designed by the Director of Institutional Research at Middlesex County College, sample copies of which are attached.

The third party evaluator for the project made several visits and her observations are contained in a report attached.

Advertisements were placed in the News Tribune and The Home News business sections on four successive weeks which resulted in a number of inquiries about the project, as well

These ads supplemented a brochure describing the project which had been mailed to business and industry in Middlesex County. Copy of brochure attached.

Concerned with meeting the needs and upgrading the skills of the unemployed and underemployed and crossing cultural and color lines, the outreach worker on the Women's Center staff went into the community offering our services. As a direct result of these contacts, training programs were done for Rahway State Prison in Spanish; M.C.E.E.O.C.; Middlesex County Welfare Board; and nursing home administrators drawn from the communities.

Those businesses and organizations we have serviced during the grant duration are as follows:

Merck & Company
Supermarkets General
Rahway State Prison
East Brunswick High School
American Hoeschst
Baker & Taylor East
Central New Jersey Home For The Aged
Church & Dwight
First National State Bank of Edison
Middlesex County Equal Employment Opportunity Corp.
Middlesex County Welfare Board
Perkin-Elmer
Rutgers Community Health Plan
Rutgers University
New Brunswick Scientific Corp.
North Edison Gardens Association
Woodbridge Library
TRW
Dr. H. Portnoff's Dental Staff
John F. Kennedy Hospital
Middlesex General Hospital
St. Peters Hospital
South Amboy Memorial Hospital

Approximately 1,000 men and women have participated in approximately 55 different programs during the grant duration.

Follow-up individual counseling was made available to all of the participants every day of the week including evenings, both in English and Spanish.

Under the federal grant for WITT our concerns were with breaking down the sex-role stereotyping which has traditionally precluded women from the technologies and other non-traditional areas. Under WITT Phase II, our concerns have been to observe women (particularly those working in non-traditional areas) in order to follow their progress, and constructively deal with their job related problems, coping skills, changing role status, upgrading of skills, promotability, etc. In order to accomplish this in the most positive and realistic manner, their male counterparts were involved in all of the training so that they too could become more sensitive to and accept the reality of ever greater numbers of talented women in the work force. Under WITT Phase II a fine process had been developed and based on participant evaluation, many needs have been met.

Inquiries have been received from many other colleges and women's centers throughout the country, seeking guidelines on implementing similar projects in their own states. All of our techniques, brochures, etc. have been disseminated.

Special problems arise for both men and women meeting one another as equals in the work setting. We have attempted

to identify these problems and to deal with them both through our training programs and our counseling.

The movement of qualified women into management presents many new and complex problems which cannot be resolved with a simple formula. We have attempted to reveal and confront these problems in order that realistic action can begin to be taken.

Findings:

As a result of the many fine contacts and good working relationships established with local business and industry, we have been given a unique opportunity to explore their operations and their technical needs. We have, for example, a working knowledge of the kinds of technological positions available and the kinds of qualifications and preparation necessary. This provides a broader base of knowledge for us in terms of providing the best possible counseling to those who seek our services.

In addition, our contact people in local industry have become sensitive to and more mindful of the needs of the women and men who seek our services. They now have an increased awareness of the need to provide training on a continuing basis.

Many whom we have counseled have been motivated to enroll in technological and/or other educational training programs with a view toward upgrading skills, learning new skills and keeping abreast of the rapid technological advances in our society. Thus we are insuring industry, rank and file workers, supervisors and managers who have the attitudes, skills and knowledge, so essential to peak performance and job satisfaction.

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OFFICE OF INSTITUTIONAL RESEARCH

RESEARCH REPORT NUMBER

78-3

Summative Evaluation of the Women in the Technologies (WITT) Program

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey 08817
Office of Institutional Research

SUMMATIVE EVALUATION OF THE WOMEN IN THE TECHNOLOGIES (WITT) PROGRAM

The evaluation of the WITT program was planned on the basis of the following summative statement of its objectives.

> To identify, attract, and recruit women from a wide range of ages, and educational and socio-economic backgrounds, in order to help them clarify their career goals, particularly with respect to the technological options, by overcoming some of the major existing barriers such as sex-role stereotyping, math phobia, unfamiliarity with and fear of the work involved in technological occupations, etc.

Three key objectives of the program were identified as follows:

1. To help the WITT participants clarify, and change, if necessary, their career goals.
2. Alleviate the influence of sex-role stereotyping on the career choices of the participants by making them aware of the impact of such stereotyping on the formation of career goals.
3. Open up the field of technological careers for the participants by familiarizing them with the nature of technological jobs, and the educational programs leading to such jobs.

In order to achieve these objectives, the following major activities were organized as part of the WITT program:

1. Career Development Seminar
2. Women-Wednesdays, seminars held on Wednesdays on such topics as Breaking Down the Barriers, and How to Survive as a Working Woman.
3. Workshop on Job Stereotypes
4. Seminar on Alternate Roles for Women

5. Math phobia (and how to overcome it).
6. Lab Experience--guided tours of some technological laboratories.
7. Company visits.
8. Presentation of some effective role models.

For the purposes of the evaluation of the overall impact of the WITT program, it was felt necessary that the participants should have some common base of experience. In order to facilitate this, an effort was made to organize the various activities of the WITT program into a series of meaningful clusters, so that based upon the needs, background and inclination of the participants, they could be directed to the specific set of activities. Besides exposing the different groups of participants to common sets of experiences, this would have also introduced a rationale into the movement of the participants from one activity to another.

However, as the activities and the organization of the program were already set, and as it was felt by the organizers that in the interest of the success of the activities, participants should be allowed to move freely from one activity to another, the idea of forming the clusters was given up. Instead, it was agreed that taking the first six activities of the WITT program as listed above, for the purposes of the overall evaluation of the program, only the enrollees in the program who participate in three or more activities would be defined as participants.

Research Design

The evaluation of the program was planned to be conducted in two parts.

1. The assessment of the overall impact of the program through pre- and post-testing of key outcome measures, while exercising appropriate controls by using a control group of nonparticipants (who did not participate in any of the six key activities) and by statistically controlling for the effects of the pre-test measures.

2. The evaluation of the individual activities of the WITT program on the basis of the opinion of the activity participants on the various aspects of that activity.

Collection of Data

A Background and Attitudinal Survey (BAS) questionnaire (Appendix A), A Sex-Role Stereotype questionnaire (Appendix B), and Strong-Cambell Interest Inventory were administered to women registering for the WITT program. The use of the Interest Inventory had to be given up when it was found that a large number of the registrants did not complete the inventory.

The Sex-Role Stereotype questionnaire yielded measures on three sub-scales.

1. Job Stereotype; based on a list of 40 occupations to be classified as 'for men only,' 'for women only,' or 'for both.'
2. Activities Stereotype; based on a list of 19 activities to be classified in the same way as in 1 above.
3. Attitudinal Stereotype; based on 10 sex-role related statements to which the subjects were to show the extent of their agreement.

Besides providing the information on the participants' age, marital status, ages of children, ethnic background, educational level, employment history, occupation, family income, salary (current, desired and the expected maximum), reasons for seeking employment, and math and science background, the BAS questionnaire yielded measures on two additional sub-scales as follows:

1. Science and technological aptitude.
2. Self-concept as a person and a worker.

Efforts were made to administer the SRS questionnaire and the attitudinal part of the BAS questionnaire as post-tests to the participants and to a matched group of nonparticipants.

At the end of the key WITT activities, the Activity Evaluation Scale (Appendix C) was administered to those attending the activities.

Findings

Due to reasons explained below, the first part of the evaluation, based on pre- and post-test measures, could not be completed.

The records show that 258 women responded to at least one of the pre-test questionnaires. Out of these, 123 women did not participate in any of the six key activities, 85 participated in one activity, 22 took part in two activities, 17 in three activities, 8 in four activities, and 3 in five activities.

After repeated efforts, 58 women were persuaded to take the post-tests, but a check of the data revealed that complete pre- and post-data was available for only 44 of these. Out of these 44 women it was found that 18 had not participated in any of the key activities, 8 participated in one, 7 in two, 5 in three, 4 in four, and 2 in five activities. Thus, following the definition agreed upon earlier, pre- and post-test measures were available for 11 participants only, and even these 11 participants had not been exposed to a common experience. In view of this, any further analysis of the pre- and post-test data had to be given up.

However, enough data was obtained on the Activity Evaluation Scale to allow the evaluation of some of the individual activities of the WITT program. But before the results of these evaluations are presented, a profile of the women who registered for the program is offered below. The profile is based upon the background data and the five sub-scale scores on 186 women who completed both the BAS and the SRS questionnaires at the beginning of the program.

Age (%)

20 Yrs. or less	21-30 Yrs.	31-35 Yrs.	36-40 Yrs.	41-45 Yrs.	46-50 Yrs.	51 Yrs. and over
25.9	23.3	18.4	14.6	5.9	8.6	3.2

Marital Status (%)

Single	Married	Separated/Divorced	Widow
42.5	41.9	13.5	2.2

Percent of Women Reporting Children in Different Age Categories

(Based on the responses of 60 women (32.3%) who reported the age categroies of their children.)

4 Yrs. or below	5 - 8 Yrs.	9 - 13 Yrs.	14 - 16 Yrs.	17 - 19 Yrs.	Over 19 Years
15.3	20.9	26.0	15.8	13.0	9.0

Ethnic Background (%)

Black	Hispanic	Oriental/Asian	White
10.8	0.5	1.6	87.1

Educational Level (%)

	Some High School	H.S. Graduate	Bus./ Trade School	Some College	2-Yr. Degree	4-Yr. Degree	Master's	Doctorate
WITT Registrants	25.1	24.0	12.6	19.7	0.5	14.2	3.8	0.0
Husband (of those who ever married)	5.6	21.3	10.2	16.7	2.8	23.1	13.9	6.5

Number of Hours Worked for Pay (%)

Not Working	20 Hours or less	21 - 30 Hours	30 Hours or more
56.1	18.8	7.6	17.5

Number of Years Worked for Pay (%)

Never Worked	Less than a Year	1-2 Years	3-5 Years	6-9 Years	10-15 Years	More than 15 Years
10.0	10.0	11.7	19.4	20.6	20.0	8.3

Number of Different Full-Time Jobs Held (%)

(Based on the Responses of 139 (74.7%) Respondents)

One	Two	Three	Four	Five or Six	Seven or More
23.0	25.9	20.9	14.4	10.8	5.0

Level of Occupation (%)

	Unskilled Worker	Semi-Skilled Worker	Skilled Worker	White Collar Worker	Professional Requiring 4-Yr. Degree	Administrative or Business Executive	Professional Requiring Advanced College Degree
WITT Registrants	0.9	19.1	32.2	7.8	15.7	22.6	1.7
Husbands	1.2	9.8	11.0	14.6	22.0	19.5	22.0

Family Income (%)

Less than $5,500	5,500-7,999	8,000-10,999	11,000-14,999	15,000-17,999	18,000-20,999	21,000-25,999	26,000-30,000	More than 30,000
13.3	4.9	9.1	9.8	7.0	16.8	18.2	14.0	7.0

Current Salary (%)

None	Less than $7,000	7,000-9,999	10,000-14,999	15,000-19,999	20,000-25,000
58.9	23.2	9.5	6.5	0.6	1.2

Top Annual Salary Which Could be Earned Now (%)

(Based on the Responses of 114 (61.2%) Respondents)

Less than $7,000	7,000-9,999	10,000-14,999	15,000-20,999	21,000 and over
10.5	19.3	51.8	15.8	2.6

Top Annual Salary Expected to Earn in Lifetime (%)

Less than $14,000	14,000-16,999	17,000-20,999	21,000-25,999	26,000-30,999	31,000-40,999	41,000-50,999	51,000 and Over
6.3	25.2	24.3	18.0	12.6	4.5	5.4	3.6

Number of Math and Science Courses Taken in High School (%)

1 - 2	3 - 4	5 - 6	7 or More
14.0	21.3	32.9	31.7

Jobs-Stereotype Sub-Scale (%)
Maximum Score = 40 Mean = 30.5

Score Intervals						
1-10	11-15	16-20	21-25	26-30	31-35	36-40
5.9	7.5	8.6	8.1	8.1	9.1	52.7

Activity-Stereotype Sub-Scale (%)
Maximum Score = 19 Mean = 12.6

Score Intervals				
1 - 4	5 - 8	9 - 12	13 - 16	17 - 19
13.2	17.6	13.7	14.3	41.2

Attitudinal Stereotype Sub-Scale (%)
Maximum Score = 10 Mean = 7.1

Score Intervals			
1 - 4	5 - 6	7 - 8	9 - 10
10.1	19.7	44.4	25.8

Science and Technology Aptitude (%)
Maximum Score = 7 Mean = 3.7

Score Intervals		
1 - 3	4 - 5	6 - 7
44.0	41.3	14.7

Self-Concept As a Person and a Worker (%)
Maximum Score = 13 Mean = 7.3

Score Intervals			
1 - 4	5 - 7	8 - 10	11 - 13
15.1	38.7	33.9	12.4

Evaluation of Individual Activities of the WITT Program

Out of the six key activities identified earlier, responses on the Activity Evaluation Scale were received for three activities, while evaluation forms were received for Introduction to WITT presentation which had not been identified as one of the key activities.

In all, 213 responses on the Activity Evaluation Scale were received, but on the individual activities, the numbers of responses were much smaller. The aggregation of responses on the Activity Evaluation Scale for the different activities are presented in Tables 1 through 7. In the interest of a more meaningful interpretation, the responses on the Lab Experience are reported separately for the four laboratories involved in the activity.

In order to facilitate a comparative evaluation of the activities, the seven activities have been ranked in each of the nine areas of evaluation on the basis of the percentage of approval received from the participants. In the cases where the percentages are same or not too different, same rank has been awarded. These rankings are reported in Table 8. In the last column of Table 8, an average ranking for each of the activities is also reported. This may be taken as a crude overall index of the comparative success of the different activities. It is crude because it is based on awarding equal weights to the nine evaluative areas and thus it fails to take into account the variations in emphasis on the different evaluative areas in each of the activities.

In response to the open-ended questions included in the Activity Evaluation Scale, the following comments were received from the respondents on the respective activities.

Job-Stereotyping: The content and quality of the film used were not satisfactory; more print material needed; women speakers holding male positions were not very effective; time and facilities for the workshop inconvenient; more dramatic and enthusiastic

speakers needed; involvement of participants in discussions was very useful; identification of job stereotypes and the discussion on occupational choices was very instructive.

Women-Wednesdays: Information on new jobs for women very useful; diversity of speakers was enjoyable; the discussion on roles was not instructive; not enough information on job/career opportunities for older women.

Civil/Construction Engineering Lab Experience: Field experience and discussion very instructive; information on material usage and cost-estimating was very informative; not enough time for hand-on experience; a more general view and less of specific details would be better.

Computer Science Lab Experience: Gave useful insight into the field; enjoyed the demonstration and use of the machines; technical explanations were not very useful; not enough discussion time.

Electrical Engineering Lab Experience: Information on the nature of work, job opportunities and expected salaries was very useful; enjoyed hand-on experience; discussions were good; technical explanations not very useful; not enough printed information.

Mechanical Engineering Lab Experience: Enjoyed the film presentation and drafting; not enough machine usage.

Conclusion

As the profile of the enrollees in the WITT program shows, women of varying ages, and of different social, economic, and educational backgrounds were attracted by the program. It is unfortunate that

due to the paucity of data an evaluation of the overall impact of the program could not be completed. However, based on the responses of the participants on the Activity Evaluation Scale, as summarized in Tables 1 through 8, it appears that an overwhelming majority of the participants gave a positive assessment of the WITT activities in which they participated. As expressed in their comments, and in the summary of their responses, not all the participants were completely satisfied with the activities; however, most of them found the three activities evaluated here, well organized, full of discussion and active participation, highly interesting, easy to understand, full of new experience and learning, useful, satisfying and worth recommending to others. This positive assessment of the activities was confirmed by the enthusiasm shown by the participants in their conversations with the WITT counselors.

The enthusiasm and satisfaction of the participants was partly due to the flexibility of the program and the lack of restraints put on the movement of the participants through the program. However, what may have been good for the program and the participants created two key problems for the evaluation of the program. First, it was found difficult to make the participants fill out questionnaires and provide sufficient data for the evaluation of the program. Secondly, despite serious efforts on the part of the program coordinator and her colleagues, attempts to steer the participants through clusters of activities in some kind of order did not succeed. The result has been that outside the confines of an individual activity it is very difficult to identify groups of participants who were exposed to similar kind of experiences.

However, as the essential focus of the WITT program was on the development and testing of an educational process, the problems in conducting an effective evaluation may be viewed in a similar formative spirit, so that lessons can be learned from this experience, and in future replications of the program a more effective evaluation can be conducted. With this end in view, the following recommendations are made for any future implementation of the WITT program.

1. Once the objectives of the program have been clearly defined, the designing of the evaluation should proceed hand-in-hand with program planning, so that in organizing and scheduling the program activities due consideration can be given to the needs and requirements of conducting the evaluation.

2. Appropriate provisions should be made for the collection of the data required for evaluation, and for keeping necessary records. Between the program director and the evaluator the details in this regard should be worked out in advance.

3. In order to make the educational process more related to outcomes, the educational experience of the WITT participants may have to be more directed and structured. This may mean sub-structuring the objectives of the program, and clustering and sequencing the program activities to relate to the sub-structure of the objectives. Moreover, in order to optimize the benefits of the program for the participants, the movement of the participants through the program activities may be planned on the basis of an assessment of their needs, backgrounds and goals through individual counseling.

   Such a structuring of the program activities and participant experience would be of great help in evaluating the program in terms of its outcomes.

4. While a pre- and post-test evaluative design offers the best means of evaluating the educational outcomes, due to the problems in measuring attitudinal change, and in obtaining the required data, alternate ways of evaluating the program may be explored. Though not very satisfactory, the perceptions of the participants of the benefits of the program, obtained at the end of the program through a questionnaire or a structured interview, may provide some useful evaluative information.

TABLE 1

ACTIVITY: WITT Introduction
Number of responses = 59

		Completely or mostly disagree		Partly agree		Completely or mostly agree	
		#	%	#	%	#	%
1.	Activity was well organized	0	-	2	3.39	57	96.6
2.	Discussion/questions were encouraged	0	-	3	5.17	55	94.8
3.	Interest was held through most of activity	1	1.72	3	5.17	54	93.1
4.	At times I was confused	50	87.72	5	8.77	2	3.5
5.	I learned new things	1	1.72	4	6.90	53	91.3
6.	It was a waste of time	57	98.28	1	1.72	0	-
7.	It was useful to me	0	-	4	6.90	54	93.1
8.	I would not recommended this activity	52	91.23	2	3.51	3	5.2
9.	Overall, satisfied with the activity	0	-	2	3.45	56	96.5

TABLE 2

ACTIVITY: Workshop on Job Stereotyping
Number of responses = 75

		Completely or mostly disagree		Partly agree		Completely or mostly agree	
		#	%	#	%	#	%
1.	Activity was well organized	1	1.33	17	22.67	57	76.0
2.	Discussion/questions were encouraged	1	1.33	9	12.00	65	86.6
3.	Interest was held through most of activity	7	9.46	9	12.16	58	78.3
4.	At times I was confused	50	69.44	9	12.50	13	18.0
5.	I learned new things	1	1.37	17	23.29	55	75.3
6.	It was a waste of time	68	94.44	3	4.17	1	1.3
7.	It was useful to me	5	6.76	11	14.86	58	78.3
8.	I would not recommended this activity	59	85.51	3	4.35	7	10.1
9.	Overall, satisfied with the activity	1	1.35	4	5.41	69	93.2

TABLE 3

ACTIVITY: Women = Wednesdays' Seminars
Number of responses = 14

		Completely or mostly disagree		Partly agree		Completely or mostly agree	
		#	%	#	%	#	%
1.	Activity was well organized	0	-	0	-	13	100.0
2.	Discussion/questions were encouraged	0	-	0	-	14	100.0
3.	Interest was held through most of activity	0	-	0	-	14	100.0
4.	At times I was confused	11	100.00	0	-	0	-
5.	I learned new things	0	-	2	14.29	12	85.7
6.	It was a waste of time	11	100.00	0	-	0	-
7.	It was useful to me	0	-	5	38.46	8	61.5
8.	I would not recommended this activity	9	90.00	0	-	1	10.0
9.	Overall, satisfied with the activity	0	-	0	-	14	100.0

TABLE 4

ACTIVITY: Civil/Construction Engineering Lab Experience
Number of responses = 15

		Completely or mostly disagree		Partly agree		Completely or mostly agree	
		#	%	#	%	#	%
1.	Activity was well organized	0	-	2	13.33	13	86.67
2.	Discussion/questions were encouraged	2	13.33	1	6.67	12	80.00
3.	Interest was held through most of activity	0	-	2	13.33	13	86.67
4.	At times I was confused	9	60.00	4	26.67	2	13.33
5.	I learned new things	0	-	1	6.67	14	93.33
6.	It was a waste of time	13	92.86	1	7.14	0	-
7.	It was useful to me	1	7.14	1	7.14	12	85.71
8.	I would not recommended this activity	14	100.00	0	-	0	-
9.	Overall, satisfied with the activity	0	-	1	6.67	14	93.33

TABLE 5

ACTIVITY: Electrical Engineering Labs Experience
Number of responses = 27

		Completely or mostly disagree		Partly agree		Completely or mostly agree	
		#	%	#	%	#	%
1.	Activity was well organized	0	-	0	-	26	100.
2.	Discussion/questions were encouraged	0	-	0	-	27	100.
3.	Interest was held through most of activity	0	-	1	3.70	26	96.
4.	At times I was confused	13	52.00	11	44.00	1	4.
5.	I learned new things	0	-	1	3.70	26	96.
6.	It was a waste of time	27	100.00	0	-	0	-
7.	It was useful to me	0	-	1	3.70	26	96.
8.	I would not recommended this activity	24	88.89	0	-	3	11.
9.	Overall, satisfied with the activity	1	3.70	1	3.70	25	92.

TABLE 6

ACTIVITY: Mechanical Engineering Lab Experience
Number of responses = 6

		Completely or mostly disagree		Partly agree		Completely or mostly agree	
		#	%	#	%	#	%
1.	Activity was well organized	0	-	0	-	6	100.
2.	Discussion/questions were encouraged	1	16.67	0	-	5	83.
3.	Interest was held through most of activity	1	16.67	2	33.33	3	50.
4.	At times I was confused	3	50.00	0	-	3	50.
5.	I learned new things	0	-	1	16.67	5	83.
6.	It was a waste of time	4	66.67	1	16.67	1	16.
7.	It was useful to me	0	-	1	16.67	5	83.
8.	I would not recommended this activity	6	100.00	0	-	0	-
9.	Overall, satisfied with the activity	0	-	1	16.67	5	83.

TABLE 7

ACTIVITY: Computer Science Lab Experience
Number of responses = 15

	Completely or mostly disagree		Partly agree		Completely or mostly agree	
	#	%	#	%	#	%
.. Activity was well organized	0	-	0	-	14	100.
.. Discussion/questions were encouraged	0	-	3	20.00	12	80.
.. Interest was held through most of activity	0	-	3	20.00	12	80.
.. At times I was confused	9	60.00	4	26.67	2	13.
. I learned new things	0	-	1	6.67	14	93.
. It was a waste of time	15	100.00	0	-	0	-
. It was useful to me	1	7.14	1	7.14	12	85.
. I would not recommended this activity	12	80.00	1	6.67	2	13.
. Overall, satisfied with the activity	0	-	1	7.14	13	92.

TABLE 8

RANKING OF THE WITT ACTIVITIES IN DIFFERENT EVALUATIVE AREAS
BASED ON THE PERCENTAGE OF APPROVAL RECEIVED FROM THE PARTICIPANTS

	Organization	Involvement Through Discussion	Holding Interest	Not Confusing	Learning New Things	Not a Waste of Time	Usefulness	Recomm Activ to Ot
1. WITT Introduction	2	2	3	2	2	2	2	2
2. Job Stereotyping	4	3	5	3	5	3	6	5
3. Women = Wednesdays	1	1	1	1	3	1	7	3
4. Civil/Construction Engineering Lab Experience	3	5	4	4	1	4	4	
5. Electrical Engineering Lab Experience	1	1	2	5	1	1	1	4
6. Mechanical Engineering Lab Experience	1	4	6	6	4	5	5	1
7. Computer Science Lab Experience	1	5	4	4	1	1	3	6

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NTS

sefulness	Recommending Activity to Others	Overall Satisfaction	Average Rank
2	2	2	2.1
6	5	3	3.0
7	3	1	2.1
4	1	3	3.2
1	4	3	2.1
5	1	4	4.0
3	6	3	3.1

Appendix A

MIDDLESEX COUNTY COLLEGE
Edison, N.J. 08817

BACKGROUND AND ATTITUDINAL SURVEY

DIRECTIONS: Read each question carefully and circle one answer of your choice from the given options or, if necessary, write in your answer. Try to answer as many questions as possible. Your answers will be held in strict confidence and will be used for research purposes only.

1. Your Name _____

2. Social Security Number _____ (1-9)

3. Age: (10)
   1. 17 or less
   2. 18 - 20
   3. 21 - 25
   4. 26 - 30
   5. 31 - 35
   6. 36 - 40
   7. 41 - 45
   8. 46 - 50
   9. 51 - 55
   10. 56 - 60
   11. Over 60

4. Marital Status: (11)
   1. Single
   2. Married
   3. Separated
   4. Divorced
   5. Widow

5. Indicate below the age categories of your children. You can circle more than one category. (12-15)
   1. Under 6 Months
   2. 6 Months - 4 Years
   3. 5 - 8 Years
   4. 9 - 13 Years
   5. 14 - 16 Years
   6. 17 - 19 Years
   7. Over 19 Years

6. Ethnic Background: (16)
   1. Black American
   2. Hispanic
   3. Oriental/Asian
   4. White
   5. Other (Explain)_____

7. Level of education completed by you. (17)
   1. 8th grade or less.
   2. Some high school.
   3. High school graduate/GED diploma.
   4. Business, trade or technical school after high school.
   5. Some college but no degree.
   6. Two-year college degree.
   7. Four-year degree.
   8. Master's degree.
   9. A doctoral degree (Ph.D., Ed.D., etc.).

8. Using the above categories, write in a number from 1 through 9 below to indicate the level of education completed by your present or last husband. _____ (18)

9. For how many hours per week do you work for pay at present? (19)
   1. Do not work.
   2. 1 - 10 Hours
   3. 11 - 20 Hours
   4. 21 - 30 Hours
   5. More than 30 hours.

10. In all, for how many years have you worked for pay? (20)
   1. Never worked.
   2. Less than one year.
   3. 1 - 2 Years
   4. 3 - 5 Years
   5. 6 - 9 Years
   6. 10 - 15 Years
   7. More than 15 years.

11. Number of different full-time jobs you have held (write in). _____ (21)

12. What is your occupation? If you have never worked and you have not been trained for any occupation, write 'none'. _____ (22)

13. Your husband's current occupation. _____ (23)

14. Your total family income last year from all sources before taxes. (24)
   1. Less than $ 5,500
   2. $ 5,500 to $ 7,999
   3. $ 8,000 to $10,999
   4. $11,000 to $14,999
   5. $15,000 to $17,999
   6. $18,000 to $20,999
   7. $21,000 to $25,999
   8. $26,000 to $30,000
   9. More than $30,000

15. Your current annual salary if you are working. If you are not working check 'none'. (25)
   1. None
   2. Less than $7,000
   3. $ 7,000 to $ 9,999
   4. $10,000 to $14,999
   5. $15,000 to $19,999
   6. $20,000 to $25,000
   7. Over $25,000

16. If you had a job, or in case you are working you were to change your job, what is the top annual salary you expect to earn now? Write in. $_____ (26-30)

17. What is the top salary you expect to earn in your lifetime? (31-35)
   $_____

18-25 Indicate the importance to you of each of the following reasons for holding or seeking a job. Circle an option from 1 to 5 for each of the reasons.

		Very Unimportant	Unimportant	Somewhat Important	Fairly Important	Very Important	
18.	Financial need.	1	2	3	4	5	(36)
19.	Desire for more independence.	1	2	3	4	5	(37)
20.	Personal satisfaction.	1	2	3	4	5	(38)
21.	Boredom with housework.	1	2	3	4	5	(39)
22.	Need to support myself.	1	2	3	4	5	(40)
23.	Personal ambition.	1	2	3	4	5	(41)
24.	Need to meet new people.	1	2	3	4	5	(42)
25.	Need to prove myself.	1	2	3	4	5	(43)

26-36 Indicate below how you feel about the following statements by circling an option from 1 to 5 for each of the statements.

		Definitely Not True	Quite Untrue	Somewhat True	Largely True	Very True	
26.	I am satisfied with my curent job status.	1	2	3	4	5	(44)
27.	I can earn a lot more than I am earning now.	1	2	3	4	5	(45)
28.	My job capabilities are not full utilized at present.	1	2	3	4	5	(46)
29.	I can successfully handle a high administrative position.	1	2	3	4	5	(47)
30.	I sometimes wish I were someone else.	1	2	3	4	5	(48)
31.	I was good at Math in high school.	1	2	3	4	5	(49)
32	I like to study science.	1	2	3	4	5	(50)
33	I am shy of meeting new people.	1	2	3	4	5	(51)
34.	Good luck is more important than hard work for success in life.	1	2	3	4	5	(52)
35.	I am afraid of handling machines.	1	2	3	4	5	(53)

		Definitely Not True	Quite Untrue	Somewhat True	Largely True	Very True	
36.	I find science textbooks difficult to understand.	1	2	3	4	5	(54)
37.	I am very sensitive to criticism.	1	2	3	4	5	(55)
38.	In high school I avoided Math courses if I could.	1	2	3	4	5	(56)
39.	I am interested in knowing how household appliances work.	1	2	3	4	5	(57)
40.	I am not very popular among my friends.	1	2	3	4	5	(58)
41.	Everytime I try to get ahead something stops me.	1	2	3	4	5	(59)
42.	I am afraid of changing electric bulbs.	1	2	3	4	5	(60)
43.	I would rather not have children than quit my job.	1	2	3	4	5	(61)
44.	When I meet people I do not say much for fear of saying the wrong thing.	1	2	3	4	5	(62)
45.	When I make plans, I usually make them work.	1	2	3	4	5	(63)
46.	If my husband were transferred, I would quit my job to be with him.	1	2	3	4	5	(64)
47.	Being a woman, there are many things that I find hard to do.	1	2	3	4	5	(65)
48.	To be respected by others, a woman must have a job.	1	2	3	4	5	(66)
49.	In a group of people, I usually take on the role of a leader.	1	2	3	4	5	(67)
50.	If I had to choose between any job and my family, I would choose the family.	1	2	3	4	5	(68)

51. In high school, how many courses did you take in Math and Science?

Math _____ (69)

Science _____ (70)

Appendix B

Name_____ Social Security No._____

MIDDLESEX COUNTY COLLEGE
Edison, N.J. 08817

QUESTIONNAIRE A

Indicate which of the following occupations or activities you think are for men (M), women (W), or for both (B), by circling one of the three letters for each of the listed activity or occupation.

	Men	Women	Both
1. Accountant	M	W	B
2. Advertising Executive	M	W	B
3. Artist	M	W	B
4. Sewing	M	W	B
5. Architect	M	W	B
6. Household Repairs	M	W	B
7. Archaeologist	M	W	B
8. Army Officer	M	W	B
9. Household Shopping	M	W	B
10. Banker	M	W	B
11. Biologist	M	W	B
12. Preparing Meals	M	W	B
13. Merchandise Buyer	M	W	B
14. Fixing broken furniture.	M	W	B
15. Chemist	M	W	B
16. Civil Engineer	M	W	B
17. Making doctor appointments.	M	W	B
18. Clothes Designer	M	W	B
19. Barbecuing	M	W	B
20. City Planner	M	W	B
21. Computer Programmer	M	W	B
22. Taking children to music lessons.	M	W	B
23. College President	M	W	B
24. Dentist	M	W	B
25. Painting the house.	M	W	B
26. Dietician	M	W	B
27. Buying clothes for children.	M	W	B

	Men	Women	Both
28. Fixing the family car.	M	W	B
29. Electrical Engineer	M	W	B
30. Funeral Director	M	W	B
31. Interior Decorator	M	W	B
32. Doing laundry.	M	W	B
33. College Professor	M	W	B
34. Tending sick children.	M	W	B
35. Historian	M	W	B
36. Lawyer	M	W	B
37. Mathematician	M	W	B
38. Museum Curator	M	W	B
39. Cleaning house.	M	W	B
40. Musician	M	W	B
41. Orchestra Conductor	M	W	B
42. Oceonographer	M	W	B
43. Helping children with homework.	M	W	B
44. Optometrist	M	W	B
45. Pharmacist	M	W	B
46. Photographer	M	W	B
47. Going to PTA meetings.	M	W	B
48. Priest	M	W	B
49. Physician	M	W	B
50. Policeman	M	W	B
51. Mowing the lawn.	M	W	B
52. Politician	M	W	B
53. Psychologist	M	W	B
54. Reporter	M	W	B
55. Doing the dishes.	M	W	B
56. Social Worker	M	W	B
57. Statistician	M	W	B
58. Veterinarian	M	W	B
59. Baby sitting.	M	W	B
60. Zoologist	M	W	B

Indicate how you feel about the following statements by circling one of the given options for each statement.

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Dis-Agree	Strongly Disagree
61. Men are more logical and less emotional than women.	1	2	3	4	5	6
62. Women who work should still take care of the household chores.	1	2	3	4	5	6
63. On the whole, a husband ought to have the final say in family matters.	1	2	3	4	5	6
64. Working women do not make good mothers.	1	2	3	4	5	6
65. It is a reflection on a husband's earning power if his wife works.	1	2	3	4	5	6
66. Women are more cautious than men in making important decisions.	1	2	3	4	5	6
67. A wife should vote in the elections the way husband does.	1	2	3	4	5	6
68. It is bad management to put a woman in a position of authority over men.	1	2	3	4	5	6
69. Women find it harder to keep a secret than men.	1	2	3	4	5	6
70. The unmarried mother is morally more blamesworthy than the unmarried father.	1	2	3	4	5	6

Appendix C

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey 08817

ACTIVITY EVALUATION SCALE

1. Name of the activity _____

2. Your name _____

3. Social Security No._____ Date: Month_____Year_____

DIRECTIONS: Circle a number from 1 to 5 for each of the following statements to show the degree of your agreement with the statement as it applies to the activity being evaluated.

	Completely Disagree	Mostly Disagree	Partly Agree	Mostly Agree	Completely Agree	Not Applicable
4. Activity was well organized.	1	2	3	4	5	NA
5. Discussion and questions from participants were encouraged.	1	2	3	4	5	NA
6. My interest was held through most of the activity.	1	2	3	4	5	NA
7. At times I was confused.	1	2	3	4	5	NA
8. I learned new things.	1	2	3	4	5	NA
9. It was a waste of time.	1	2	3	4	5	NA
10. It was useful to me.	1	2	3	4	5	NA
11. I would not recommend this activity to anyone.	1	2	3	4	5	NA
12. Overall, I am satisfied with the activity.	1	2	3	4	5	NA

13. What did you find most useful in the activity? (please write in)

_____

_____

14. What did you find least useful in the activity?_____

_____

_____

15. What changes would you suggest to make the activity more useful?_____

_____

_____

#SSBG948

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OFFICE OF INSTITUTIONAL RESEARCH

RESEARCH REPORT NUMBER 79-2

RESEARCH REPORT ON
THE WOMEN IN THE TECHNOLOGIES (WITT) PROGRAM--
EXTENSION PHASE I

MIDDLESEX COUNTY COLLEGE
EDISON, NEW JERSEY 08817
OFFICE OF INSTITUTIONAL RESEARCH

RESEARCH REPORT ON THE WOMEN IN THE TECHNOLOGIES (WITT) PROGRAM -- EXTENSION PHASE I

The original WITT program was organized "to identify, attract, and recruit women from a wide range of areas, and educational and social-economic backgrounds, in order to help them clarify their career goals, particularly with respect to the technological options, by overcoming some of the major existing barriers such as sex-role stereotyping, math phobia, unfamiliarity with and fear of the work involved in technological occupations, etc."

During the implementation of the WITT program, it was realized that merely counseling and placing women in nontraditional jobs would not be enough to deal with the sex-role stereotyping of women in employment. The sex-role stereotyping and sex-bias were ingrained in most working environments, and women in employment had often to face discouraging attitudinal and communication problems without any recourse to appropriate counseling. Hence, Phase I of the WITT program was conceived and planned to deal with the problems of sex-role stereotyping and sex-bias faced by employed women.

The research report on the Phase I WITT program focuses on two key objectives of the program as described below.

1. Identification of the barriers to success in nontraditional careers arising from sex-role stereotyping and sex-bias faced by women in employment.
2. Orientation of selected segments of the work force at representative firms, through on-site seminars and workshops for management, supervision, and rank and file workers, in order to make them aware of the sex-role stereotyping and sex-bias problems and help them to function better in their jobs.

The first objective was achieved in two phases. In an early phase, the employers in the area were contacted by the program coordinator to identify some of the barriers to success faced by women in jobs. This input was used to plan and organize various program activities. In the second phase, a formal survey of the program participants, both male and female, was conducted to identify specific sex-role stereotyping and sex-bias related problems faced by women in their working environments.

The second objective was achieved through the organization of various activities aimed at removing the barriers to success in jobs identified earlier.

Methodology

A Background and Attitudinal Survey (BAS) questionnaire (Appendix A) was administered to the participants at the time of their entry to the program. The information collected through this questionnaire was used to create the profiles of the male and female participants. These profiles are presented in the first part of the report.

In order to identify the problems related to sex-bias in working conditions, a questionnaire called Female Working Conditions Scale (Appendix B) was developed, and both the male and female participants were asked to respond to the questionnaire. An analysis of the responses on this questionnaire related to the background of the respondents is presented in the second part of the report.

The third part of the report focuses on the evaluation of the program activities. As the emphasis of the Phase I program was on the collection and dissemination of information rather than on bringing about significant changes among the participants, and in view of the problems encountered in post-testing of the participants in the original WITT program, it was decided to avoid a pre- and post-test design in evaluating the program activities. Instead, each program activity was evaluated through the use of an Activity Evaluation Scale (Appendix C) administered at the end of the activity.

I - Profile of the Participants

It is estimated that more than 300 individuals participated in one or more activities of the Phase I program. However, usable data could be obtained from only about 240 participants. This report is based on the responses of these participants, of whom fifty-four percent were females and 46 percent males.

Age Distribution

The age distribution of the participants was as follows:

Age Distribution by Sex

	19 yrs or less %	20-30 yrs %	31-40 yrs %	41-50 yrs %	over 51 yrs %
Females	9.7	37.1	23.4	14.6	15.3
Males	0.9	32.7	46.7	15.9	3.7

In terms of age, the male participants were more homogeneous than the female participants. For example, about 80% of the males were between 20 and 40 years old, while the female participants were spread out in all age groups.

Marital Status

More males (71.7%) were married than females (47.6%). Only 21.7% of the males were single as against 34.9% of the female participants. Similarly, only 6.5% of the males were divorced, separated or widowed against 17.4% among women.

Ethnic Distribution

Fifteen percent of the participants were blacks, 5% Hispanic, 3% orientals/Asians or others, and the rest white. The ethnic background of the male and female participants was as follows:

Ethnic Background by Sex

	Black %	Hispanic %	Asians and others	White %
Females	18.4	0.8	4.8	76.0
Males	11.4	8.6	1.0	79.0

As can be seen in the table below, the black and Hispanic participants were younger as a group than the white participants.

Age Distribution by Ethnic Groups

	19 yrs or less %	20-30 yrs %	31-35 yrs %	36-40 yrs %	41-50 yrs %	51 & over yrs %
Black	17.1	37.1	22.8	8.6	8.6	5.7
Hispanic	10.0	60.0	20.0	10.0	0.0	0.0
White	2.8	34.3	18.0	16.8	16.8	11.2
Asians	14.3	28.6	14.3	14.3	28.6	0.0

The following table shows the distribution of marital status among the four ethnic groups. It can be seen in the table that more of the white and the Asian participants were married than the blacks or Hispanics, which was partly due to the fact that a greater proportion of the black and Hispanic participants were of younger age who had not yet married.

Marital Status by Ethnic Groups

	Single %	Married %	Separated/Divorced Widowed %
Black	54.3	34.2	11.4
Hispanic	40.0	30.0	30.0
White	24.1	64.6	11.2
Asians	14.3	71.4	14.3

Level of Education Completed

The male participants displayed a higher level of educational background than the female participants. For example, as can be seen in the table below, about 57% of the male participants had a four-year or a higher degree while only 34% of the female participants had this level of education.

Educational Level by Sex

	High School or less %	Some post-secondary edu. %	Two-year degree %	Four-year degree %	Master's degree %	Doctoral degree %
Female	21.4	35.7	8.7	26.2	7.9	0.0
Male	11.4	29.5	1.9	40.0	9.5	7.6

Among the ethnic groups, the whites and the Asians appeared to have higher levels of educational background than the blacks and the Hispanics. For example, while 50.5% of the whites and 42.9% of the Asians had a four-year or a higher level degree, only 22.8% of the blacks and none of the Hispanics participants had this level of education.

Educational Level Among the Ethnic Groups

	High School or less (%)	2-yr. degree or some post-sec. edu. (%)	4-Year degree (%)	Masters or doctoral degree (%)
Black	37.1	40.1	17.1	5.7
Hispanic	50.0	50.0	0.0	0.0
White	11.2	38.2	37.6	12.9
Asians	28.6	28.6	14.3	28.6

Employment Status

More of the female participants (12.5%) were employed part-time than the male participants (5.8%). Among the ethnic groups, 62.5% of the Hispanics, 20.6% of the blacks and only 5.2% of the whites were employed part-time. None of the Asian participants were employed part-time.

Years of Employment

Even though the female participants had a greater proportion of older age persons among them than the male participants, the male participants appear to have been in employment longer, comparatively, than the female participants. For example, as shown below, 72.7% of the male participants had worked for 10 years or more as against 50% of the female participants.

Years of Employment by Sex

	2 yrs or less %	3 to 5 yrs %	6 to 9 yrs %	10 yrs or more %
Female	9.9	18.9	21.3	50.0
Male	1.8	5.7	19.8	72.7

Among the ethnic groups, a greater proportion of the white participants had worked longer than the blacks, the Asians, and the Hispanics, in that order.

Years of Employment by Ethnic Background

	2 yrs or less %	3 to 9 yrs %	10 yrs or more %
Black	23.5	26.4	50.0
Hispanic	20.0	50.0	30.0
White	1.7	33.1	65.1
Asians	16.7	50.0	33.4

Number Of Jobs Held

Despite the fact that, in general, the female participants had worked for lesser number of years than the male participants, the female participants appear to have held moderately greater number of jobs than the male paticipants. This was largely due to the white female participants, 76% of whom had held five jobs or more, as against, for example, 22.2% of the black female participants. With both males and females counted together, 57.1% of the Hispanics, 28.6% of the whites, 17.9% of the blacks, and none of the Asians had held five jobs or more.

Number of Jobs Held by Sex

	4 jobs or less (%)	5 jobs or more (%)
Female	78.7	21.4
Male	84.0	16.0

Occupational Level

A greater proportion of the male participants had higher levels of occupations than the female participants. For example, 38% of the male participants held professional level jobs requiring a four-degree or more, as compared to 21% of the female participants who held such jobs. On the other hand, only 6% of the male participants held jobs which do not require a college degree, as compared to 27.9% of the female participants. Asian women, 40% of whom held professional jobs, proved to be an exception to this trend.

Occupational Level by Sex

	Skilled or semi-skilled jobs not requiring a college degree (%)	White collar jobs (%)	Professional level jobs (%)
Female	27.9	51.0	21.1
Male	6.0	56.0	38.0

Among the ethnic groups, a greater proportion of the Asians (33.3%) held professional level jobs than the whites (30.9%) and the blacks (21.7%). None of the Hispanic participants held professional level jobs.

Occupational Level by Ethnic Background

	Skilled or semi-skilled jobs (%)		White Collar jobs (%)		Professional Jobs	
	Females	Males	Females	Males	Females	Males
Blacks	46.2	0.0	38.5	70.0	15.4	30.0
Hispanic	0.0	75.0	0.0	25.0	0.0	0.0
Whites	24.8	3.6	54.1	55.4	21.2	41.0
Asians	40.0	0.0	20.0	100.0	40.0	0.0

Current Salary

Probably, reflecting the fact that, comparatively, they had worked longer in higher level jobs, a greater proportion of the male participants than the female participants were drawing high salaries.

Current Salary by Sex

	Less than $15,000	$15,000 to $25,000	Over $25,000
Female	75.8	21.5	2.6
Male	19.3	44.3	36.5

While there were differences in the earning levels of the different ethnic groups, the lower levels of remuneration earned by women continued to be true within each of the different ethnic groups.

Current Salary by Ethnic Background

	Less than $15,000		$15,000 to $25,000		Over $25,000	
	Female	Male	Female	Male	Female	Male
Black	81.0	33.4	19.0	58.4	0.0	8.3
Hispanic	100.0	100.0	0.0	0.0	0.0	0.0
White	74.7	8.5	21.8	47.6	3.4	43.9
Asian	66.7	0.0	33.4	0.0	0.0	100.0

Maximum Salary Expected Now and in Lifetime

Partly reflecting their educational backgrounds and the level of jobs held now, the current disparities between the earning power of the male and the female participants were expected by the participants to continue in their lifetime, although women expected to close the gap to some extent. For example, 42.8% of the male participants saw their current earning power between $25,000 to $50,000, but only 4.8% of the female participants thought that they could currently expect this range of salary. Similarly, while 52.7% of the male participants indicated that they expected to top $50,000 as annual salary by the time they retire, only 10.3% of the female participants thought so.

Annual Salary Expected Now and In Lifetime by Sex

	Less than $15,000		$15,000 to $30,000		$30,001 to $50,000		Over $50,000	
	Now	In Lifetime	Now	In Lifetime	Now	In Lifetime	Now	In Lifetime
Female	62.8	14.9	32.3	52.8	4.8	21.8	0.0	10.3
Male	8.8	2.2	45.7	9.7	42.8	35.5	2.9	52.7

The lower level of confidence among the female participants in increasing their lifetime earnings can also be seen in the comparison between the male and female participants on the differences between the top salary expected now and in lifetime by them, as shown below.

Difference Between the Maximum Annual Salary Expected Now and in Lifetime by Sex

	Less than $15,000	$15,000 to $35,000	Over $35,000
Female	80.3	11.6	8.1
Male	30.2	32.3	37.7

In terms of the increase in the annual salary expected in lifetime, it is interesting to note that even though the black female participants were drawing lower salaries currently than the white females, they expected greater increases in their lifetime earnings than the white female participants.

Difference in the Maximum Annual Salary Expected Now and In Lifetime by Ethnic Background and Sex

	Less than $15,000		$15,000 to $35,000		Over $35,000	
	Female	Male	Female	Male	Female	Male
Black	68.8	36.4	12.6	27.3	18.8	36.4
Hispanic	100.0	88.9	0.0	0.0	0.0	11.1
White	82.8	22.2	12.6	37.5	4.7	40.3
Asian	75.0	0.0	0.0	0.0	0.0	25.0

Reasons For Working

Financial Need

When asked to indicate the importance to them of various reasons for working, more of the male participants (91.5%) cited financial need as a fairly or very important reason for working than the female participants (77.7%). Interestingly, more of the males give importance to financial need as a reason for working when they worked part-time (100%) rather than full-time (91.8%), but on the other hand, a smaller percentage of the females working part-time (46.2%) than full-time (80.6%) gave importance to financial need. Also, more of the separated/divorced women (89.5%) gave importance to financial need than the married women (72.9%), but, on the other hand, more of the married men (93.4%) emphasized financial need than the separated/divorced men (85.7%).

All the Hispanic participants considered financial need as a fairly or very important reason for working, while 86.4% of the whites, 80.6% of the blacks and only 42.9% of the Asians thought so.

Desire for Independence

More women (75.2%) considered the desire for independence fairly or very important as a reason for working than men (61.5%). While this trend was found to be true among the full-time employed men and women, among the part-time employees, more of men (100%) than women (64.3%) gave importance to a desire for independence as a motive for working.

More of the separated/divorced participants (88%) gave importance to the desire for independence as a motive for working than the married (63.2%) or the single participants (74.2%).

Among the ethnic groups, more of the Hispanics (91.6%) cited the desire for independence as a fairly or very important reason for working than the Asians (85.9%), the blacks (68.6%), or the whites (67.3%).

Personal Satisfaction

Personal satisfaction as a motive for working was considered fairly or very important by 91.7% of the women and 84.8% of the men. However, more of the married men (86.6%) gave importance to personal satisfaction than the separated/divorced (83.4%) or the single men (78.3%). On the other hand, a smaller proportion of the married women (87.9%) emphasized personal satisfaction than either the single (95.3%) or the separated/ divorced women (95%).

More of the blacks (91.2%) and the whites (89.9%) chose personal satisfaction as an important reason for working than either the Asians (71.4%) or the Hispanics (66.6%).

Boredom with Housework

Among the reasons for working included in the survey, boredom with housework was given the least importance by the participants. However, for obvious reasons, more of the women (25.4%) than the men (8.6%) considered getting away from the boredom of housework as a fairly or very important reason for working.

More of the separated/divorced participants (36%) gave importance to boredom with housework than the married (16.1%) or the single participants (15%).

More of the partly employed participants (26.3%) chose boredom with housework as an import reason for working than the fully employed participants (16.3%).

Among the ethnic groups, more of the whites (19.5%) cited boredom with housework as an important reason for working than the Hispanics (16.7%) or the blacks (12.2%). None of the Asians considered this as an important motivator for employment.

Need to Support Self

Just like financial need, need to support self was cited as an important reason for working by more of males (85.2%) than females (63.4%). For obvious reasons, much smaller proportions of the married women (32.2%) emphasied need to support self as an important reason for working than the single (90.1%) or separated/divorced women (95.2%). On the other hand, a smaller proportion of the separated/divorced men (66.6%) gave importance to this reason for working than the married (83.1%) or the single men (95.6%).

Among the ethnic groups, more of the Hispanics (91.7%) chose the need for self-support as an important reason for working than the blacks (82.4%), the whites (70.5%), or the Asians (57.2%).

Personal Ambition

Personal ambition was considered an important reason for working by a slightly greater percentage of the females (85.1%) than the males (81.8%). However, more of the single males (90.9%) gave importance to personal ambition than the separated/divorced (85.7%) or the married males (78.3%). On the other hand, personal ambition was considered more important among the separated/divorced women (95%) than among either the single (88.3%) or the married women (79.3%).

Among the ethnic groups, more of the Hispanics (75%) and the Asians (71.5%) chose personal ambition as an important reason for working than the blacks (57.1%) or the whites (46.9%).

Need to Prove Themselves

Need to prove themselves as an important motivation for working evoked similar results to those evoked by personal ambition. More of the female participants (66.7%) chose this as an important reason for working than the male participants (54.3%). However, more of the separated/divorced men (66.7%) cited this as an important reason than the single (52.1%) or the married men (53.3%). On the other hand, the motivation to prove themselves through their jobs was more dominant among the single (72.1%) and the married women (65.5%) than among the separated/divorced women (57.9%).

The Hispanics (75%) and the Asians (71.5%) again displayed a stronger need to prove themselves through their jobs than the whites (60.8%) or the blacks (62.8%).

It appears that the groups such as the females, the Hispanics, and the Asians, which feel more disadvantaged and insecure display a greater need for achievement and for proving their worth.

Need to Meet New People

Need to meet new people was seen as an important motivation for working by a much greater percentage of women (61.1%) than men (36.2%). In the case of women, this motivation for working was found to be equally strong among the single, the married or the separated/divorced women. But in the case of men, this motivation appeared to be the strongest among the separated/divorced men (100%) and the weakest among the married men (29.4%). Again, the need to meet people acted as a motivation for both the partly or fully-employed women without a great degree of difference, but in the case of men a much greater percentage of those employed part-time (83.3%) cited this as an important reason for working than those employed full-time (33%).

Among the ethnic groups, the need to meet new people was considered an important reason for working by more of the Hispanics (75%) and Asians (71.5%) than by the blacks (57.1%) or the whites (26.9%).

Employment Related Perceptions

The participants were asked four job-related questions. The results were as follows:

Satisfaction with Current Job Status

More of the male participants (43.4%) were satisfied with their job status than the female participants (31.4%). Among the ethnic groups, more of the Hispanics (50%) were satisfied with the job status than the Asians (42.9%), the whites (37.6%) or the blacks (22.9%).

Satisfaction With Renumeration

Despite the fact that about 69% of the women participants were not fully satisfied with their job status, only 57.9% of the women said that they were not fully satisfied with what they were earning then. Among men, 54.7% indicated that they could earn a lot more than what they were earning then.

Among the ethnic groups, the Hispanics (91.6%) were the most dissatisfied with their current earnings, followed by the Asians (71.4%), the blacks (57.1%) and the whites (53.7%).

Utilization of Job Capabilities

A slightly greater proportion of women (57%) felt that their job capabilities were not fully utilized than men (54.2%). As a group, the Hispanics (75%) were the most dissatisfied in this respect, followed by the blacks (55.6%), the whites (54.5%) and the Asians (50%).

Confidence to Handle High Administrative Positions

A greater proportion of men (53.4%) than women (40.7%) indicated that they were confident of handling a high administrative position. Among the ethnic groups, while the whites (49.2%) felt the most confident in this respect, the Hispanics (41.7%) felt more confident than the blacks (33.3%) or the Asians (28.6%).

II - Perceptions of Problems Related to Sex-Role Stereotyping and Sex-Bias In Working Environments

Both the male and the female participants were administered the Female Working Conditions Scale to obtain their perceptions of the sex-role stereotyping and sex-bias related problems faced by women in their working environments. The scale containing the eighteen items was subjected to a cluster analysis which resulted in four factors, each containing four items. As the original design of the study did not include any correlational studies, no attempt was made to compute factor scores. However, in order to facilitate an easier interpretation of the findings, the results on the items are reported in clusters of related items. The factor intercorrelations were as follows:

Factor Intercorrelations

	I	II	III
II	.63		
III	.49	.54	
IV	.75	.46	.33

Factor I - Women As Managers and Administrators (Items 5, 7, 14 and 15)

5. Female Employees Are Not Taken Seriously As Career Women or Professionals

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	25.5	39.0	35.6
Male	52.5	30.9	16.5

The perceptions of both the full-time and part-time employees were similar to the perceptions shown above.

Among the ethnic groups, more of the blacks (33.3%) and the whites (26.9%) strongly agreed with the statement than the Hispanics (16.7%) and the Asians (16.7%).

7. On Policy-Making Decisions, Female Employees Are Consulted by Their Supervisors Less Often Than Their Counterparts

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	23.1	29.1	47.8
Male	44.9	35.7	19.3

The gap between the degree of agreement with the statement shown by men and women was wider among those employed full-time (19% and 53%), than among those employed part-time (16.7% for men and 30.8% for women).

Among the ethnic groups, 36.8% of the whites, 33.3% of the Asians, 29.1% of the blacks and 25% of the Hispanics strongly agreed with the statement.

14 - Employers Are Reluctant To Give Management Positions To Women

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	22.0	39.4	38.6
Male	51.2	32.2	16.6

The male and female full-time employees reflected the perceptions of the total male and female participants, but among the part-time employees, only 18.2% of the women and none of the men fully agreed with the statement.

While 40% of the blacks strongly agreed with the statement, 29.2% of the whites, 16.7% of Hispanics and none of the Asians did so.

15. Women Managers Are Considered Weak Administrators

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	35.8	32.1	32.1
Male	63.8	27.5	8.8

As in the case of the previous item, the level of agreement with the statement went down among the part-time women employees and nearly disappeared among the part-time men employees. Similarly, the strongest agreement with the statement was found among the blacks (32%), followed by the whites (20.3%), and the Hispanics (16.7%). None of the Asians thought the statement was quite or very true.

Factor II - Women As Inferior Persons (Items 1, 2, 3, and 9)

1. Female Employees Are Not Treated as Equals, but are Patronized By Their Co-workers

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	22.2	54.7	23.1
Male	37.1	49.5	13.4

Among the full-time employees, the perceptions of men and women tended to be similar to those reported above. However, among those employed part-time, a slightly greater proportion of men (16.7%) than women (14.2%) agreed that the statement was quite or very true.

Among the ethnic groups, more of the Hispanics (41.6%) and the blacks (30%) strongly agreed with the statement than the Asians (16.7%) and the whites (16.4%).

2. Male Employees Tend to Be Either Too Friendly Or Remote In Their Relationships With Female Co-Workers

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	24.5	39.8	35.6
Male	28.6	43.9	27.5

Among those employed full-time, the perceptions of men and women were similar to those reported above, but more of the partially employed men (33.4%) strongly agreed with the above statement than the partially employed women (21.4%).

About 58% of the Hispanics strongly agreed with the above statement as against 48.4% of the blacks, 33.3% of the Asians and 27.3% of the whites.

3. Both the Supervisors and Co-Workers Underrate the Capabilities of Female Employees

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	24.0	38.5	37.6
Male	40.8	36.7	22.4

While there was no appreciable difference in the degree of agreement with the above statement among the full-time and part-time female employees, 23.6% of the full-time male employees strongly agreed with the statement, but none of the part-time male employees did so.

Among the ethnic groups, from 31% to 35% of the blacks, the Hispanics, and the whites strongly agreed with the statement, while only 16.7% of the Asians did so.

9. Female Employees Tend to Get Least Desirable and Least Important Assignments

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	29.0	36.8	34.2
Male	59.8	30.9	9.3

More than half of the participants did not agree with the above statement. This rejection of the statement became total among men who were employed part-time.

More of the blacks (34.5%) strongly agreed with the statement than the whites (21.3%) and the Hispanics (9.1%). None of the Asians believed that this statement was quite or very true.

Factor III - Women as Sex Objects - (Items 4, 6, 8 and 10)

4. Female Employees Find It Difficult To Keep Their Relationships With Their Male Co-Workers On a Business or Professional Level

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	63.6	26.3	10.2
Male	72.2	18.6	9.3

It appears that the low level of agreement with the statement may be due to the possibility that the statement was seen as partly holding the female employees responsible for not being business-like.

Among the part-time employees, 14.2% of the women but none of the men thought that this statement was quite or very true.

Twenty percent of the blacks and 16.7% of the Hispanics and Asians strongly agreed with the statement but only 6.9% of the whites did so.

6. Female Employees Find It Hard To Keep Sex Out Of Any Friendly Relationship with A Co-Worker

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	77.5	15.5	6.8
Male	77.3	14.4	8.2

Just as in the case of the previous item, the low level of agreement with this statement may be due to the failure of the statement to depict women as clear victims of sex-bias.

While the degree of agreement with the statement was similar for both the part-time and full-time women employees, among men more of the part-time employees (16.7%) strongly agreed with the statement than the full-time employees (5.6%). Among the ethnic groups, 25% of the Hispanics, 16.6% of the blacks, 4.2% of the whites and none of the Asians fully endorsed the statement.

8. Sexually Oriented Remarks and Jokes are Directed at Female Employees By Their Male Colleagues

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	34.8	35.6	29.7
Male	40.2	29.9	29.9

It was interesting to see the same proportion of men and women believing that the statement was quite or very true. However, among those employed part-time, 50% of the women and 33.3% of the men strongly agreed with the statement. Forty percent of the blacks strongly supported the statement, while 33.3% of the Hispanics, 28.3% of the whites and 16.7% of the Asians did so.

10. Female Employees are Often Subjected to Sexual Advances and Harassement by their Supervisors

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	58.7	32.1	9.2
Male	65.6	26.7	7.8

Both among the male and female participants, the statement found weak support. However, the part-time employees were more supportive of the statement. About 17% of the male part-time employees and 18.2% of the female part-time employees fully supported the statement.

Among the ethnic groups, about 8% of the blacks, the whites and the Hispanics and none of the Asians gave a strong support to the statement.

Factor IV - Women as Victims of Sex-Discrimination (Items 11, 12, 13, & 16)

11. Female Employees Have to be Doubly Smart to Compete Successfully With the Male Co-Workers for Career Advancement

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	15.6	35.8	48.6
Male	61.1	25.6	13.3

More than 60% of the male participants did not support the statement, and among the part-time employees none of the men supported the statement. However, 56% of the blacks, 40% of the Asians, 30.2% of the whites and surprisingly only 9.1% of the Hispanics believed that the statement was quite or very true.

12. Female Employees are Paid Less Than Their Male Colleagues for the Same Kind of Work

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	21.3	27.8	50.9
Male	59.4	22.0	18.7

Again, nearly 60% of the men did not agree with the statement alleging discrimination against women. However, among those employed part-time, 33.4% of the men strongly agreed with the statement as against 18.2% of the women.

Among the ethnic groups, 41.7% of the Hispanics, 36% of the blacks, 34.7% of the whites, and 20% of the Asians fully supported the statement.

13. Female Employees Do Not Enjoy the Same Employee Benefits Such As Sick Leave, Insurance Coverage, etc., as their Male Co-Workers Do

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	80.2	14.2	5.7
Male	90.1	6.6	3.3

The weak support of the statement from both men and women shows that this kind of blatant discrimination has been largely eliminated from the job market.

Among the ethnic groups, only 8.4% of the blacks and 3.7% of the whites gave a strong support to the statement. None of the Asians or the Hispanics gave it their full support.

16. Male Employees Resent to Work Under Female Supervisors

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	10.2	40.7	49.1
Male	26.7	46.7	26.7

Only 20% of the women part-time employees and none of the men part-time employees gave their full support to the statement.

Among the ethnic groups, 43.2% of the whites, 39.2% of the blacks, 25% of the Hispanics, and none of the Asians thought that the statement was fully true.

Due to their poor relationships with other items, the following two items were not included in any of the factors.

17. Female Employees Have More Job Dissatisfaction Than Male Employees

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	43.9	36.4	19.7
Male	56.2	28.1	15.8

The statement found greater support among the part-time employees. Twenty-seven percent of women among these employees and about 17% of men strongly supported the statement.

Forty-two percent of the blacks, 25% of the Hispanics, 13.2% of the whites, but none of the Asians fully supported the statement.

18. Female Employees Change Jobs More Frequently Than Male Employees

	Definitely/Quite Untrue	Somewhat True	Quite/Very True
Female	56.1	29.0	15.0
Male	70.6	23.5	5.9

None of the part-time employees thought that it was a true statement. Twenty percent of the blacks and the Asians, 10.2% of the whites and none of the Hispanics gave the statement their full support.

III - Evaluation of Program Activities

On the basis of their content, format and relevance to the main objectives of the program, ten of the program activities were chosen for evaluation. The main criterion for the selection of an activity was that it should provide a structured learning experience for the participants. At the end of each of the selected activities, an Activity Evaluation Scale was administered to each of the participants. The number of these scales completed and returned by the participants may not in all cases match with the number of participants who registered for the activity.

The aggregation of responses on the Activity Evaluation Scale for the ten activities are presented in tables 1 through 10. In each case, the number of participants filling out the evaluation questionnaire is also reported. In view of the fact, that the program focus was on dealing with the problems related to sex-bias and sex-role stereotyping, it was quite likely that men and women participating in the program activities might react differently to those activities. Hence, wherever participants belonged to both sexes, the results are reported separately for men and women.

Activity 1 - You Would Like to Become an Executive - A two-day seminar designed to introduce the participants to the skills and attitudes essential for effective leadership.

Forty-one women and six men participated in the seminar. Except in the area of seminar organization, the male participants approved all aspects of the seminar more than the female participants. Even among the women participants the approval rate was high. On the first three items, 90% or more of the women gave the seminar a positive rating. On the remaining four items, the percentage of women approving the seminar ranged from 80.5% to 87.8%.

On being asked what they had found most useful in the activities, the participants cited the following items: open communications; problem solving; leading the blind; staff-meetings; interviewing; developing confidence; and management role-playing.

Among the things liked the least, the participants mentioned: diagram period; and sweatshirt exercises.

Among the suggestions for changes, the participants listed the following: topics dealt with should be cut so that more time could be given to each topic; two days were not enough for the activity; there is a need for more in-depth understanding of the matters discussed; the seminar title was inappropriate and should be changed.

Activity 2 - Assertive Communications for Women - A two-day course designed to help women understand and manage confrontation and conflict, develop strategies and techniques for negotiating workable compromises, and learn how to integrate individual and organizational roles.

TABLE 1

ACTIVITY: You Would Like To Become An Executive
NO. OF PARTICIPANTS: Forty-one females and six males

	Completely or Mostly Disagree		Partly Agree		Completely or Mostly Agree	
	Males %	Females %	Males %	Females %	Males %	Females %
Activity was well organized	0.0	7.3	16.7	2.4	83.3	90.2
Discussion/questions were encouraged	0.0	7.3	0.0	0.0	100.0	92.6
Participants actively took part in discussions	0.0	4.9	0.0	2.4	100.0	92.6
My interest was held through most of the activity	0.0	4.9	0.0	7.3	100.0	87.8
I learned new things	0.0	7.3	0.0	12.2	100.0	80.5
It was useful to me	0.0	7.3	0.0	7.3	100.0	85.4
Overall, I am satisfied with the activity	0.0	4.9		7.3	100.0	87.8

TABLE 2

ACTIVITY: Assertive Communications For Women
NO. OF PARTICIPANTS: Twenty females

	Completely or Mostly Disagree %	Partly Agree %	Completely or Mostly Agree %
Activity was well organized	0.0	0.0	100.0
Discussion/questions were encouraged	0.0	0.0	100.0
Participants actively took part in discussions	0.0	5.0	95.0
My interest was held through most of the activity	0.0	0.0	100.0
I learned new things	0.0	5.0	95.0
It was useful to me	0.0	5.0	95.0
Overall, I am satisfied with the activity	0.0	0.0	100.0

Twenty women participated in the course. All the aspects of the course were given very high ratings by women. Only one participant had some reservations on whether the participant really took active part in the discussions, whether the participants learned new things, and whether the course was useful to her.

Some of the things liked best by the participants were: the course staff; assertiveness techniques; body language demonstrations and discussions.

Things liked the least: Psychodynamics; and the lack of participation from the participants.

Suggestions for improvement: make program longer; be more specific in your illustrations and demonstrations; and improve room furnishings.

Activity 3 - Assertive Management - A two-day seminar for men and women supervisors/managers who are interested in assessing their personal management styles. The seminar was aimed at guiding the participants to a better understanding of inter-personal conflict situations and to clarify personal decision-making process.

Fifteen males and five females participated in the seminar. On the whole, the approval rate was higher among women then men. One female participant was not sure whether she had really learned anything new. Two male participants had reservations about the way the activity was organized. Some of the things liked best by the participants about the seminar were: group interaction; role playing; assertiveness techniques; scripting exercises; communication techniques.

Things liked the least were: lack of specificity; situations were not from real life; socializing experiences; and homework.

Suggestions for improvement: relate the contents to real life work situations; extend the duration of the seminar; participants should be from different employers; stress on recognizing assertiveness; work with smaller groups; get a video recorder for quick feedback.

Activity 4 - Alternate Roles for Women - A one-day seminar focusing on a discussion of role conflicts faced by women, and how to resolve them.

Twenty-three women attended the workshop. Except for one participant who was not fully satisfied with the opportunity afforded to the participants to ask questions and enter into discussions, the workshop was rated very highly in all the areas by the participants.

Items liked the best included: sharing other women's experiences of role conflicts; self-discovery; coming to terms with the traditional roles; amount of useful information presented; concept of androgeny applied to business; group discussions; problem solving.

Items liked the least: personal introductions; not oriented towards single people; coffee breaks; not enough time.

Suggestions for improvement: more time; more video presentations; inclusion of males in the seminars; reduce inter-session breaks; organize this seminar for management.

Activity 5 - Career Planning and Development - A two-day workshop for men and women interested in moving up the career ladder. The workshop was aimed at clarifying personal decision-making process, and examining external and internal barriers to career growth.

Eighteen men and nine women took part in the workshop. The workshop received highly positive ratings from both men and women on all the items except the following two items: "I learned new things" and "my interest was held through most of the activity." But even on these two items, positive ratings were received from more than 87% of the participants. The items liked best by the participants included: individual self-awareness analysis; career goal identification; interviewing skills; reinforced goals.

Least liked things included: DYAD experience; long-term goal discussions.

Suggestions for change: allow more days for the activity; more time for group discussion; follow-up of participants; case studies; more one-to-one sessions for discussions and interviews.

TABLE 3

ACTIVITY: Assertive Management Seminar
NO. OF PARTICIPANTS: Five females, fifteen males

	Completely or Mostly Disagree		Partly Agree		Completely or Mostly Agree	
	Male %	Female %	Male %	Female %	Male %	Female %
Activity was well organized	6.7	0.0	6.7	0.0	86.7	100.0
Discussion/questions were encouraged	0.0	0.0	0.0	0.0	100.0	100.0
Participants actively took part in discussions	0.0	0.0	0.0	0.0	100.0	100.0
My interest was held through most of the activity	6.7	0.0	0.0	0.0	93.3	100.0
I learned new things	6.7	0.0	0.0	20.0	93.3	80.0
It was useful to me	6.7	0.0	0.0	0.0	93.3	100.0
Overall, I am satisfied with the activity	6.7	0.0	0.0	0.0	93.3	100.0

TABLE 4

ACTIVITY: Alternate Roles for Women
NO. OF PARTICIPANTS: Twenty-three women

	Completely or Mostly Disagree %	Partly Agree %	Completely or Mostly Agree %
Activity was well organized			100.0
Discussion/questions were encouraged	4.3		95.7
Participants actively took part in discussions		4.3	95.7
My interest was held through most of the activity			100.0
I learned new things			100.0
It was useful to me			100.0
Overall, I am satisfied with the activity			100.0

Activity 6 - Interview Workshop - A one-day workshop aimed at making managers and supervisors aware of the problems in interviewing and fairly evaluating women for management positions.

The workshop was attended by 15 men and 2 women. The participants were not as positive about the workshop as has been the case in the previously reviewed activities.

A substantial proportion of the participants thought that the workshop was not well-organized. One woman felt that not enough opportunity was provided to participate in discussions and questions. This may have been a result of the women being in a small minority among the participants. Men were dissatisfied with the workshop on four vital items. They thought that it was not well organized, they doubted that they had learned anything new or that it was useful to them, and only 35.7% of the men had overall satisfaction with the workshop.

Things liked the best about the workshop: legal view of situations; interview techniques; participant discussions; and role-playing.

Things liked the least: overemphasis on minorities and females, and the whole bit of affirmative action aspect of the workshop.

Suggestions for improvement: more emphasis on interviewing; more personality evaluation; more role-playing; improve the description of the workshop in the brochure.

It appears that there was dissonance between what the male participants expected from the workshop and what transpired in it. This may indicate a need for either changing the contents of the workshop or changing the description of the workshop in the informational brochure.

TABLE 5

ACTIVITY: Career Planning & Development Seminar
NO. OF PARTICIPANTS: Nine females and eighteen males

	Completely or Mostly Disagree		Partly Agree		Completely or Mostly Agree	
	Male %	Female %	Male %	Female %	Male %	Female %
Activity was well organized	0.0	0.0	0.0	0.0	100.0	100.0
Discussion/questions were encouraged	0.0	0.0	0.0	0.0	100.0	100.0
Participants actively took part in discussions	0.0	0.0	0.0	0.0	100.0	100.0
My interest was held through most of the activity	0.0	0.0	11.1	0.0	88.9	100.0
I learned new things	0.0	0.0	5.6	12.5	94.6	87.5
It was useful to me	0.0	0.0	0.0	0.0	100.0	100.0
Overall, I am satisfied with the activity	0.0	0.0	0.0	0.0	100.0	100.0

TABLE 6

ACTIVITY: Interview Workshop
NO. OF PARTICIPANTS: Two females, fifteen males

	Completely or Mostly Disagree		Partly Agree		Completely or Mostly Agree	
	Males	Females	Males	Females	Males	Females
Activity was well organized	0.0	50.0	42.9	0.0	57.1	50.0
Discussion/questions were encouraged	0.0	0.0	0.0	50.0	100.0	50.0
Participants actively took part in discussions	0.0	0.0	0.0	50.0	100.0	50.0
My interest was held through most of the activity	0.0	0.0	0.0	0.0	100.0	100.0
I learned new things	14.3	0.0	42.9	0.0	42.8	100.0
It was useful to me	0.0	0.0	78.6	0.0	21.4	100.0
Overall, I am satisfied with the activity	14.3	0.0	50.0	50.0	35.7	50.0

Activity 7 - Human Potential Seminar - A structured small-group seminar aimed at helping the participants to relate better to others, to set their goals, clarify values and learn more about their strengths, so that their sense of autonomy and independence could be increased.

Ten men participated in the seminar. One participant was not sure that the seminar was well organized. Two participants were not fully satisfied with the active participation in the discussions by those attending the seminar. On all other items, the participants fully approved of the seminar.

Things liked most: group participation; awareness of others; awareness of self.

Things liked the least: too much time spent on individual goals.

Suggestions for improvement: more group participation; provide information to participants prior to the seminar so that they are better prepared to benefit by it.

Activity 8 - GED Preparation - A workshop to help the participants deal better with the GED examinations.

Attended by seven females, the workshop was not given full approval by the participants. Two participants were not completely sure that the workshop was well-organized. Three participants doubted that questions and discussions were encouraged in the workshop. Two members doubted that their interest was fully held throughout the workshop. One participant was not sure that she had learned anything new. One participant doubted that the workshop was highly useful. Two participants had misgivings about their overall satisfaction with the workshop.

Things liked the most: parts dealing with social studies, comprehension, literature, and grammar.

Suggestions for improvement: more materials on science, vocabulary and social studies.

Activity 9 - Verbal Communication - A workshop aimed at developing and sharpening the skills, methods, and attitudes necessary for effective spoken communication.

The workshop was attended by 21 men and 14 women. Unlike the other activities, the workshop did not receive an overwhelming approval from the participants. On the whole, more of the female participants approved of the workshop than the male participants. For example, 80% of the women strongly agreed that the workshop was well organized, while only 53.3% of the male participants thought so. Similarly, among women, 70% agreed that the workshop held their interest, 80% were sure that they had learned new things, and 70% were certain of the usefulness of the workshop to them. In the case of the male participants, the percentages relating to these three areas were 53.3, 53.0, and 46.7 respectively.

In their overall satisfaction with the activity and on the satisfactory level of participation by them in discussions and questions, both men and women displayed the same level of approval.

Things liked the most: communication techniques; public speaking; use of video recorder; group participation; clarifying personal values and worth; building self-confidence.

Things liked the least: games and exercises; superficiality; all participants being from the same firm.

Suggestions for improvement: more time to go deeper into the issues discussed; improve the pre-activity informational brochure; plan breaks between sessions; deal with on-the-job communications; more theoretical information.

TABLE 7

ACTIVITY: Human Potential Seminar
NO. OF PARTICIPANTS: Ten males

	Completely or Mostly Disagree %	Partly Agree %	Completely or Mostly Agree %
Activity was well organized	0.0	10.0	90.0
Discussion/questions were encouraged	0.0	0.0	100.0
Participants actively took part in discussions	0.0	20.0	80.0
My interest was held through most of the activity	0.0	0.0	100.0
I learned new things	0.0	0.0	100.0
It was useful to me	0.0	0.0	100.0
Overall, I am satisfied with the activity	0.0	0.0	100.0

TABLE 8

ACTIVITY: GED Preparation
NO. OF PARTICIPANTS: Seven females

	Completely or Mostly Disagree %	Partly Agree %	Completely or Mostly Agree %
Activity was well organized	0.0	28.6	71.5
Discussion/questions were encouraged	28.6	14.3	57.2
Participants actively took part in discussions	14.3	0.0	85.7
My interest was held through most of the activity	0.0	28.6	71.4
I learned new things	0.0	14.3	85.7
It was useful to me	0.0	14.3	85.7
Overall, I am satisfied with the activity	0.0	28.6	71.4

Activity 10 - Written Communication

A workshop to develop writing skills.

Seven women and five men attended the workshop. The participants gave a highly positive rating on all the aspects of the workshop, but the female participants were slightly less positive about the usefulness of the workshop and about their interest being held by the workshop.

Things liked most: critiques of writing skills; memo and letter writing; organizing thoughts.

Things like the least: grammar review; too much non-technical writing.

Suggestions for improvement: less grammar; more of actual writing and reviews; a smaller number of participants; more time for the workshop.

TABLE 9

ACTIVITY: Verbal Communications Workshop
NO. OF PARTICIPANTS: Fourteen females, twenty-one males

	Completely or Mostly Disagree		Partly Agree		Completely or Mostly Agree	
	Male %	Female %	Male %	Female %	Male %	Female %
Activity was well organized	20.0	0.0	26.7	20.0	53.3	80.0
Discussion/questions were encouraged	6.7	20.0	20.3	10.0	73.3	70.0
Participants actively took part in discussions	13.3	20.0	26.7	20.0	60.0	60.0
My interest was held through most of the activity	20.0	10.0	26.7	20.0	53.3	70.0
I learned new things	26.7	10.0	20.0	10.0	53.3	80.0
It was useful to me	20.0	10.0	33.3	20.0	46.7	70.0
Overall, I am satisfied with the activity	26.6	10.0	13.3	30.0	60.0	60.0

TABLE 10

ACTIVITY: Written Communications Workshop
NO. OF PARTICIPANTS: Seven females, five males

	Completely or Mostly Disagree		Partly Agree		Completely or Mostly Agree	
	Male %	Female %	Male %	Female %	Male %	Female %
Activity was well organized	0.0	0.0	0.0	0.0	100.0	100.0
Discussion/questions were encouraged	0.0	0.0	0.0	0.0	100.0	100.0
Participants actively took part in discussions	0.0	0.0	25.0	0.0	75.0	100.0
My interest was held through most of the activity	0.0	0.0	0.0	28.6	100.0	71.4
I learned new things	0.0	28.6	0.0	0.0	100.0	71.4
It was useful to me	0.0	14.3	0.0	14.3	100.0	71.4
Overall, I am satisfied with the activity	0.0	0.0	0.0	28.6	100.0	71.4

Conclusion

Seven of the ten activities reviewed here were given highly positive ratings by an overwhelming majority of the participants, indicating the success of the Phase I program in organizing meaningful and useful activities for the program participants. These seven activities included the seminars or workshops on: You Would Like To Become an Executive; Assertive Communications for Women; Assertive Management; Alternate Roles for Women; Career Planning and Development; Human Potential; and Written Communications. Of the remaining three activities, the Interview Workshop evoked the least positive overall ratings from both the male and female participants. It was not found well organized by both the male and female participants, and the male participants in particular were strongly skeptical about its usefulness to them or about learning anything new from it.

In the case of the workshop on Verbal Communications, only 60% of the participants expressed their overall satisfaction with it. On the specific aspects of the Workshop, the male participants appeared to be more dissatisfied than the female participants, particularly, regarding its organization and its success in offering the participants new and useful things.

The workshop on GED did not generate as high a level of positive response from the participants as the seven highly rated activities did. The weakness of this workshop was seen in its organization and its failure to involve the participants, to their satisfaction, in discussions.